ABE/LINK
MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT

MAZIKO A KUWERENGA
READING INTERVENTION PROGRAM

Teacher's Training Manual

Module 1

English Version

EFFECTIVE TEACHING PRACTICES

ABE/LINK
Malawi Teacher Professional Development Support (MTPDS)

Maziko a Kuwerenga
Reading Intervention Program

Teacher's Training Manual

Module 1

English Version

Effective Teaching Practices

Submitted by: Creative Associates International,

RTI and Seward Inc.

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Disclaimer

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Table of Contents

Acknowledgements

Acronyms

DBE	Department of Basic Education
CPD	Continuous Professional Development
DTED	Department of Teacher Education and Development
EMIS	Education Management Information Systems
GOM	Government Of Malawi
MIE	Malawi Institute of Education
MOEST	Ministry of Education Science and Technology
MTPDS	Malawi Teacher Professional Development Support
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
USAID	US Agency for International Development
USG	US Government

Introduction

The Malawi Teacher Professional Development Support Project (MTPDS) is a project which is funded by the United States Agency for International Development (USAID) and implemented by Creative Associates International, Research Triangle Institute International and Seward Incorporated in partnership with the Malawi Ministry of Education, Science and Technology (MoEST). This project supports the MoEST in a number of its endeavors such as New Primary Curriculum implementation, Continuous Professional Development, Information Management Systems, Monitoring and Evaluation, and Policy Implementation in order to improve the quality of education in Malawi.

Improving early grade literacy and numeracy among learners in primary schools is one of the core objectives of MTPDS. Through MTPDS, the implementation of literacy approaches will guide effective teaching and learning of literacy in the early grades.

To improve early grade literacy and numeracy MTPDS and MoEST is implementing an early grade reading intervention in seven districts which is geared towards the development of basic literacy skills and knowledge. The program intends to provide training to teachers, head teachers and Primary Education Advisors on how to effectively teach reading in the early grades in Chichewa. The program introduces foundational skills that students must learn in order to be able to read, such as letter knowledge, phonemic awareness, syllable reading, word reading, and oral reading abilities as well as listening and reading comprehension. Together, these skills and knowledge along with effective practices will form the contents a package of training for early grade teachers.

This teacher's training manual focuses on effective practices that teachers use in teaching reading, but that can be used to teach any subject matter. The examples contain elements of the reading program, that support teachers to effectively assist learners in the early grades to be able to read and write in Chichewa. Although this intervention is focusing on Chichewa the approaches are quite suitable for teaching any language, including English.

Schedule for Teacher Training

Day 1

Time	Task
8:00-8.15	Registration, Welcome and introductions (15 Minutes)
8:15-8.45	Overview and Link to Previous Training (30 minutes)
8.45-9.45	Instructional Cycle – Part 1 (1 hour)
9.45-10.00	Break (15 minutes)
10:00 – 11.00	Instructional Cycle – Part 2 (1 hour)
11.00-12.00	Lesson Cycle (1 hour)
12:00 – 1:00	Lunch (1 hour)
1:00-2:00	Two More Good Practices (1 hour)
2:00-2:15	Break (15 Minutes)
2.15-4.15	Putting It All Together (2 hours)

Day 2

Time	Task
8:00-9.00	Planning Instruction (1 hour)
9.00-9.45	Writing Instructional Objectives
9.45-10.00	Break (15 minutes)
10:00 – 12.00	Planning Lessons (2 hours)
12:00 – 1:00	Lunch (1 hour)
1:00-2:00	Delivering Lessons (1 hour)
2:00-2:15	Break (15 Minutes)
2.15-3.15	Delivering Lessons (1 hour)
3.15.- 3.45	Review and conclusion (30 minutes)

Day 1

Registration, Welcome and introductions

Welcome to the Effective Teaching Workshop.

To ensure that all participants benefit from the workshop, please turn off or silence cell phones, be punctual, respect all opinions and questions, and participate in all activities

We will start today's training with a song.

Review of the Teacher's Manual

Each workshop participant should have a Teacher's Manual that contains all the materials you will need for the workshop.

Review of the Agenda

Open the manual to the previous page with the workshop agenda. Over the next 2 days, this workshop will focus on instructional practices that can be used to teach any content area. This training will extend the Continuous Professional Development (CPD) you have received on the implementation of good teaching practices, which are the foundation of effective teaching.

Review of Workshop and Learning Objectives

By the end of the 2-day workshop, workshop participants (i.e., teachers) should be able to:

- Acquire knowledge of effective delivery of instruction
- Synthesize content and instruction
- Apply effective teaching routines
- Practice mapping routines to curriculum
- Practice implementing lessons using the new routines.

The specific **learning objectives** of this workshop are the following:

- Knowledge: Delivery of instruction
  - Teachers (i.e., participants) are able to identify and define explicit instruction, systematic instruction, review and generalization, and spiral curriculum.
  - Teachers are able to identify the components of a lesson cycle.
  - Teachers are able to determine the best use of various grouping formats
- Comprehend: Content and pedagogy

- Teachers are able to explain and demonstrate the integration of content and pedagogy.

- **Application: Lesson planning**
  - Teachers are able to plan lessons using new practices.
  - Teachers are able to plan lessons using new practices.

- **Application: Mapping routines to curriculum**

  - Teachers are able to use routines.
  - Teachers are able to integrate supplemental materials such as response cards, letter and word cards, and text.
  - Teachers are able to determine the appropriate placement of routines in the curriculum.

Overview and Link to Previous Training

Activity: Good Teaching Practices Review

Activity instructions:

Please review the exercise below. Working in groups of four, match the terms associated with good teaching practices with their definitions. Remember that this information was covered in the previous training. You will have 5 minutes to complete the activity.

Practice

1. Lesson Planning
2. Lesson Introduction
3. Use of Teaching Resources
4. Practice and Feedback
5. Continuous Assessment
6. Active Learning
7. Extending Learning

Definition

_____ The teacher provides students opportunities to receive feedback as they practice the skills they are learning.

_____ The teacher uses a variety of tools to determine whether or not students have learned the lesson.

_____ The teacher uses a variety of materials to support the teaching of the lesson.

_____ The teacher is has prepared for the lesson and has clear outcomes, appropriate activities, the necessary resources, and assessment tools.

_____ The teacher ensures that students are engaged in the learning tasks.

_____ The teacher ensures that students have appropriate activities to practice new skills out of school.

_____ The teacher makes sure that students are ready to learn by telling them what they are expected to learn and using clear language.

Changing the Learner's Experience

Teaching and learning are shared activities, and there has to be a match between what is taught and learners' levels. Both teachers and learners have a responsibility to engage in the give-and-take that occurs during instruction.

As teachers, we have the responsibility to change the learning experience if students are not learning. There are three ways to change a student's experience:

- The amount of instruction the student receives,
- The focus of instruction, and
- The quality of instruction.

We can increase the amount of instruction students receive by planning instruction carefully, being mindful of our use of time, and using practices that promote student engagement. When we identify and prioritize the most important skills and knowledge and make sure that those components are the focus of our instruction, we maximize student learning.

Finally, we enhance the quality of our instruction when we consistently use good teaching practices, use information on student learning to plan and review, and reflect on our teaching.

Reflection

Activity: Time Review

Activity instructions:

In the space provided below, write the approximate time you spend doing each of these things each day. You will not share this information. This will help you be mindful of how you are using time. You will refer to this as we progress through the workshop.

Planning: _____

Preparing materials: _____

Teaching: _____

Correcting behavior: _____

Grading student work: _____

The Instructional Cycle

Understanding How Students Learn

To understand how to best teach, we have to understand how people learn. Learning is a process. Almost anything we learn, we learn over time.

In the classroom, we can think about teaching and learning along two dimensions:

- The **instructional cycle** describes the type of instruction needed over time.
- The **lesson cycle** describes the process used for every lesson.

Instructional Cycle

An instructional cycle has three points that are distributed over time:

- Introduction of new skill or strategy
- Practice
- Generalization.

Introduction of a New Skill or Strategy

This following provides an example of an introduction lesson. The goal during an introduction lesson is to teach a new skill or strategy.

Introduction Lesson

SKILL: Recognize and name the target letter.

INSTRUCTIONAL OBJECTIVE: Shown the target letter, the student will name the letter.

ADVANCE ORGANIZER: Introduce what the student will be doing and what he/she should try to learn.

Teacher: "Today, we are going to learn a new letter. I will show the letter, and then I will tell you the name of the letter."

MODEL: Show the target letter. Point to the letter and say the following:

Teacher: "This letter is _M_."

GUIDED PRACTICE: *S*how the target letter. Point to the letter and say the following:

Teacher: "Let's say the name together. This letter is _M__."

Teacher and Students: Say name of letter

INDEPENDENT PRACTICE: Allow the student to practice independently.

Teacher: "Now you try it. This letter is _M___."

Students: Say name of letter

APPLICATION: Point to the target letter, and ask students to say the name of the letter. Then ask students to write the target letter.

The following outlines the six lesson components — **skill, instructional objective, advance organizer, modeling, guided practice, and independent practice**:

- The **skill** is the focus of instruction.
- The **instructional objective** identifies what the student will learn and how they will demonstrate what they have learned.
- The **advance organizer** lets students know what they will be doing. It directs their attention to what is important and why it is important to learn.
- **Modeling** provides students an example of how they will complete a task or apply a strategy.
- **Guided practice** allows students to first practice the new skill or strategy with support from the teacher
- When students can complete the task correctly, they will **practice independently.**

Practicing the Lesson

The second point in the instructional cycle is practice. After a new skill or strategy has been introduced, students will need opportunities to practice with the teacher, in groups or pairs, or independently.

Now let's look at a Practice Lesson that presents some practice activities for the skill we introduced.

Practice Lesson

SKILL: Recognize and name the target letter.

INSTRUCTIONAL OBJECTIVE: Shown the target letter, the student will name the letter.

ADVANCE ORGANIZER: Introduce what the student will be doing and what he/she should try to learn.

Teacher: **"**Today we are going to practice saying the names of the letters we have learned. First, we will review, then, we will practice."

REVIEW: Show each of the letters students have learned this week and tell them the name.

MODEL: Indicate practice activity.

Teacher: **"**Today, we are going to play a game. I am going to show you a letter, and you are all going to say the name. Then you are going to think about the letter and see if it's in your name. I will count to three, and if it is in your name, you will stand up."

GUIDED PRACTICE: Show each letter one at a time.

Teacher: **"**Let's practice together. First, we say the name together. This letter is ____."

Teacher and Students: *Say name of letter*

Teacher: **"**Now think about the letter. I count to three, and if it is in your name, stand up. 1, 2, 3. "*Students:* *Students with the letter in their names stand up.*

INDEPENDENT PRACTICE: Allow the student to practice independently.

Teacher: **"**Now you try it. This letter is ____."

Students: Say name of letter

Teacher: **"**Think, one, two, three."

Students: Stands up if letter is in his/her name.

APPLICATION: Continue with all the letters and repeat as needed.

Now let's think about these two lessons and how they are the same and different.

Activity: Compare Lessons – Think-Pair-Share

Activity instructions:

The question you will discuss with your partner is, "In what ways are introduction activities different from practice activities?"

First, think of your answer. Then, share with the person to your right. If you are at the end of a row, turn to the person behind you. After 2 minutes, some of you will be asked to share your answers with the rest of the group.

Generalizing the Lesson

The final type of lesson is a generalization lesson. The purpose of generalization lessons is to provide students opportunities to practice what they have learned in new situations. That means that for the activity, we want student to use the knowledge they have acquired in a new way.

Now let's look at a generalization lesson. In this lesson, we are going to reverse the process and give students the letter name and ask if they can write it or show the letter.

Generalization Lesson

> **SKILL:** Recognize the target letter.
>
> **OBJECTIVES:** Given a letter name, the student will chose the correct one among five letters.
>
> **ADVANCE ORGANIZER**: Introduce what the student will be doing and what he/she should try to learn.
>
> **Teacher**: "Today we are going to play a game with the letters we have learned with your group. First we will review, then, you will practice."
>
> **REVIEW:** Show each of the letters students have learned this week, and tell them the name.
>
> **MODEL:** Indicate activity.
>
> **Teacher**: "Today you are going to play a game with your group. You will each have five letters. Each person in the group will take a turn naming a letter and all the others will show the letter."
>
> **GUIDED PRACTICE**: Show each letter one at a time.
>
> **Teacher**: "The letter is _____."
>
> **Teacher and Students**: *Say the name of the letter*
>
> **INDEPENDENT PRACTICE**: Allow the student to practice independently.
>
> **Teacher**: "Now you will get into your groups to play."
>
> **APPLICATION:** Monitor the groups as they play the letter game.

Activity: Compare Lessons – Think-Pair-Share

Activity instructions:

You will again compare the lesson examples. The question you will discuss with your partner is, "In what ways are introduction and practice activities different from generalization activities?"

Summary

The instructional cycle takes into account how we learn:

- Introduction activities teach a new skill or strategy and move students forward in developing abilities.

- Practice activities provide practice/review with skills that students have learned, but still need additional practice to develop *automaticity*. Automaticity is the automatic processing of information, such as the immediate recognition of letter–sound correspondences (seeing a letter and knowing what sound it makes).

- Generalization activities provide opportunities for students to apply mastered skills in new situations. When students generalize their understanding of a skill, they can apply it appropriately on their own.

This cycle of introduction, practice, and generalization forms a systematic curriculum in which students learn new skills, review them, and apply them. Each time we teach something, we use this cycle to help build a strong foundation of skills and strategies that students can apply to all learning.

Lesson Cycle

Across the three types of lessons we have examined, there is a consistent framework. Using a consistent framework helps teachers create a safe learning environment, make the best use of instructional time, and use good teaching practices. A lesson cycle provides this framework, as shown below.

Advance Organizer

Modeling

Safe Environment

Formative Evaluation

Guided Practice

Independent Practice
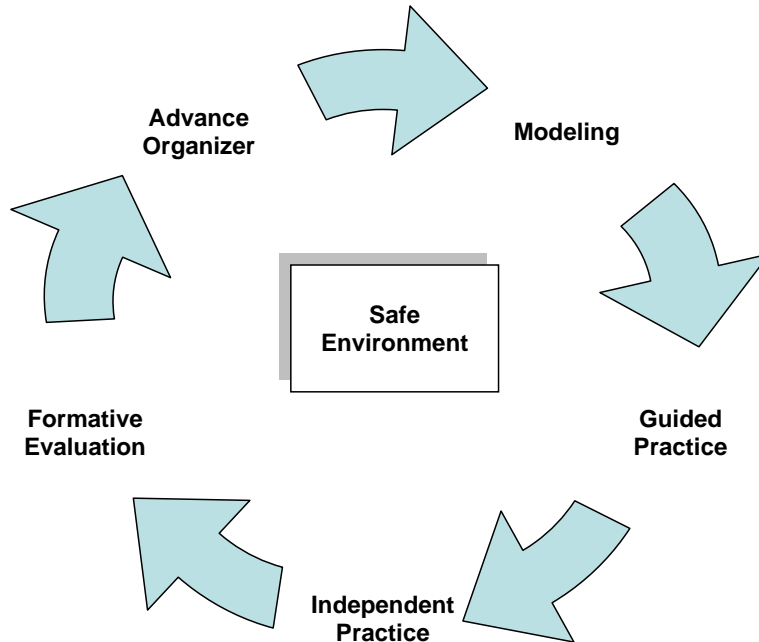
Features of an Effective Lesson

There are five features of an effective lesson as seen above.

Advance Organizer

The advance organizer tells the learner what they will learn and why it is important.

Modeling

During modeling, teachers clearly describe, model, and practice each skill to take the "mystery" out of a task. Taking the "mystery" out of the task assures that children aren't confused or lost, in which case they will not learn. You should also clearly state the focus and provide a clear and ordered demonstration of concepts, skills, and tasks in order to make the process visible.

There are two different modeling formats that teachers can use:

- The task to be completed is clearly and unambiguously stated.

- The process to be followed to complete the task is clearly and unambiguously stated and demonstrated.

Activity: Identify the Type of Model

Activity instructions:

The facilitator will present each model. You will show one finger if it is a task, and two if it is a process.

> **Teacher: I will say words one at a time and you will tell me whether or not the word begins with the sound /m/. If the word begins with the sound, show me thumbs up. If it does not, show me thumbs down.**

> **I will say words one at a time and you will tell me whether or not the word begins with the sound /m/. If the word begins with the sound, show me thumbs up. If it does not, show me thumbs down.**
>
> **T: First word, mouse. I say the word to myself, mouse. I separate the first sound /m/. Mouse begins with /m/ so I show thumbs up.**
>
> **T: Next word fast. I say the word to myself, fast. I separate the first sound /f/. Fast does not begin with /m/ so I show thumbs down.**

> **Say the word and then say each sound as you write each letter of the word.**

> **Today we are going to read syllables. We will say each sound and will then read the syllable. I put my finger under each letter and say the sound of each letter. /m/ /a/. Then I sweep my finger under the syllable and say all the sounds of the syllable together.**

> **I read the title and then ask myself,**
> **Does the title mention people or things? If it does, I write it down.**
> **Then I ask, does the title mention an event? If it does, I write it down.**
> **Finally, I ask myself, what do I think the story will be about? Then I write it down.**

Guided Practice

Guided practice has two important components: **formative feedback and supported instruction**.

Formative feedback makes specific reference to a learner's achievement or competence and can successfully lead to student improvement. For it to be effective, teachers need to first

- Indicate to the student whether their understanding is correct or incorrect,

- Tell or describe why an answer is or is not correct,

- Tell the student what they have or have not achieved, and

- Describe how to correctly complete the task or use a strategy.

Supportive instruction or scaffolding is used to assist students as they learn new skills and concepts. Scaffolding is more than helping a student get the right answer, it is a unique type of support that allows learners to move toward new skills and levels of understanding; however, it

- Does NOT change the skill.

- Provides only enough of a scaffold to allow the students to complete the task alone. It gives clues to assist the learner in finding the correct response.

- Is temporary; it is removed as students develop independence.

Independent Practice

Independent practice gives students opportunity to practice what they are learning.

Formative Evaluation

Before, closing the lesson, teachers should evaluate their students' understanding. The following figure shows one example of any evaluation process.

.
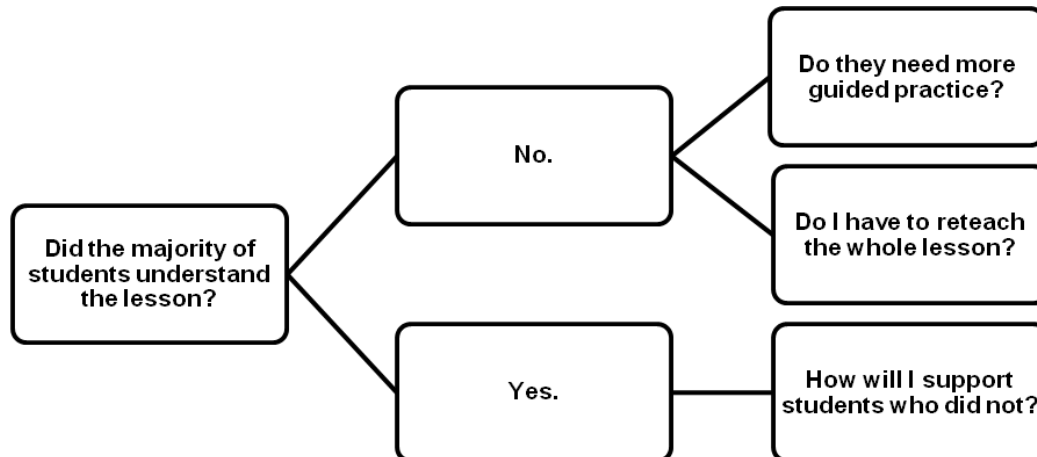
If the majority of students are not able to demonstrate that they have learned an important skill or concept, the teacher should not keep moving on, or feel they are against time. Instead, the teacher should stop, reflect, and search for a better way to teach this idea. Remember to reflect on: amount of instruction, focus of instruction and quality of instruction.

Summary

When we use a lesson cycle to plan, learning is viewed as a process and not a product.

- We tell students what we expect, and we model it.
- We practice with them and give them opportunities to practice independently.
- If they make an error, we provide formative feedback.
- When we are sure they can complete the activity, we give them opportunities to apply the skill in new situations.

Reflection

Activity: Time Review

Activity instructions:

Think about the practices we have talked about, and then rate their use of the practices. You will not share this information; rather, it will serve to help you reflect on your practice.

Practice	Always use it	Sometimes use it	Never use it	Notes
Provide an advance organizer				
Model tasks				
Provide guided practice				
Provide formative feedback				
Scaffold learning				
Provide independent practice				
Evaluate students and use the information to plan instruction				

Activity: Wrap-up

Activity instructions:

Write down one practice you will implement and 1–2 questions you still have. There will be 3–5 minutes to discuss questions.

_____

_____

_____

_____

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_____

Two More Good Teaching Practices (2 hours)

Good Teaching Practices

Finally, we are going to talk about two more good teaching practices.

- Opportunities to practice skills, and
- Pacing.

Providing Opportunities to Practice Skills

Two main ideas emphasized here are that: 1) to keep students engaged and practicing we need them all to participate, and 2) using these methods teachers can quickly and continuously assess student learning.

There are several ways to increase the number of opportunities students have to practice.

- Have students answer in unison rather than individually because they get more practice time than if called on individually. Also, students remain engaged during the practice time because they are expected to answer all questions. If you ask a question and ask one student to answer, only that student gets practice; however, if you ask the entire class to answer, all students get practice. These are all ways to engage all learners:
  - **Think-pair-share:** Have students sit in pairs. Pose a question or problem. Ask students to think of an answer individually, discuss it with a partner, and come to agreement on their answer. Then have the pairs share answer with the whole group.
  - **Turn to your neighbor:** Have students turn to their neighbors to complete a task.
  - **Response cards:** Have students hold up cards, signs, or items simultaneously to show an answer to questions or problems. Have students answer together to ensure they are all cognitively engaged.
  - **Pinch cards:** Cards with multiple answers on one card. Students pinch the part of the card with the correct answer.
  - **Choral response:** All learners answer together. If you have a larger class, after learners answer all together a few times, break up the group by asking just girls or just boys, learners in the back, or the front, etc., to answer so that you can better gauge how students are doing. Finally, when you have learners respond by group, be sure you have all the groups practice and return to the whole group from time to time to make sure everyone stays engaged.
- Practice with students until they master the skill. For example, if the lesson recommends practicing two words together, but your students need more practice to master the skill, continue practicing until all students can read the word successfully.
- Use of graphic organizers help students focus, comprehend, and synthesize information. They also provide a concrete tool to represent ideas and their relationships.

Pacing

Another practice that we need to be aware of is pacing. The following activity reviews issues with pacing.

Activity: Fast or Slow

Activity instructions:

Think about the students in your class. Identify students who might have difficulty learning if the pacing is too fast. What might happen? Write down 1 thing. (2 minutes)

_____

_____

_____

_____

_____

_____

Now think about the students who might have difficulty if the pacing is too slow. What might happen?

Write down 1 thing. (2 minutes)

_____

_____

_____

_____

_____

_____

To make sure you have a good pace:

- Be well prepared to teach the lesson. This will help you keep a quick, game-like pace of instruction.

- Although all learners need think time after you ask a questions, too much "think time" can lead to off task behavior.

- Good pacing takes practice. Practice reading the lesson out loud before teaching it.

- Students who struggle with learning may process information at a slower pace. Increasing the speed of response helps build automaticity and faster processing.

- As students master the objectives, try increasing the pace of the activities. Adjust the pace to keep students engaged and challenged while mastering the objectives of each activity.

- Wait time will vary with the activity. When students are first learning a skill, they need more "think time" to respond correctly. Reduce the wait time as students practice for review and generalization.

Putting It All Together (2 hours)

There are several practices that can be used to maximize student engagement. Effective practices are purposeful, provide every student a task, and are fast paced. In addition to keeping learners engaged, these practices ensure that more of your instructional time is spent actively teaching and learners are actively learning.

Lessons that maximize student engagement include the following components:

- Instruction is interactive and briskly paced (but not too fast for the majority of learners) to ensure that students are actively engaged throughout the lesson;
- Teaching is provided in small steps, with student practice after each step to ensure that all students experience a high level of success; and
- Children are provided opportunities to apply what they are learning in other contexts.

Additionally, the lessons are varied. Lessons that introduce a new concept or skill are teacher-led, while practice and generalization routines are student-centered.

Finally, students acquire the skills and knowledge needed because instruction is planned and sequenced to introduce targeted skills in a logical way.

Now we will review a prediction lesson that implements all of the practices presented earlier. Pay attention to the delivery of this lesson. Afterwards, you will break into groups and a group member will teach a lesson using the same lesson format.

Comprehension Prediction Lesson

SKILL: Prediction

OBJECTIVE: Prior to reading a text, the student will use the title to predict what it might be about.

ADVANCE ORGANIZER: Introduce what the student will be doing and what he/she should try to learn.

Teacher: "Today we will read a story and make predictions about what is going to happen in the story. A prediction is a guess based on some information we already have about the story.

We can make predictions based on the title and pictures. We can read the title and think about what it says and we can look at each picture and think about who is in the picture and what is happening. We will use that information to make a prediction about what the story will be about or what might happen. Once we have finished the story we will go back and check to see if our predictions were correct."

MODEL: Read the title of the passage, then say the following:

Teacher: "I read the title and then ask myself,

- Does the title mention people or things?
- Does the title mention an event?
- What do I think the story will be about?

GUIDED PRACTICE: Show students the title of a book or story and say the following:

Teacher: "Now we will do it together. We look at the title and ask each question. Does the title mention people or things?"

Teacher and Students: *Answer the question*.

Teacher: "Now we will answer the second question. Does the title mention an event?"

Teacher and Students: *Answer the question.*

Teacher: "Now we will make a prediction. Work with your partner/group to make a prediction."

**INDEPENDENT PRACTICE:** Allow the student(s) to practice independently.

Teacher: "Now you will work with your partner or group to make a prediction, you will ask each question and complete your organizer."

Student: Students turn to partner to answer each question and write the answers down.

Teacher: Teacher should call on a few (3 or 4) students to share the prediction and give feedback for each: – Is prediction based on what is in title? Is prediction possible?

After reading the story or text, the teacher goes back and verifies whether or not the predictions were correct.

APPLICATION: Students are reminded to use questions when they make predictions when subsequent stories are read.
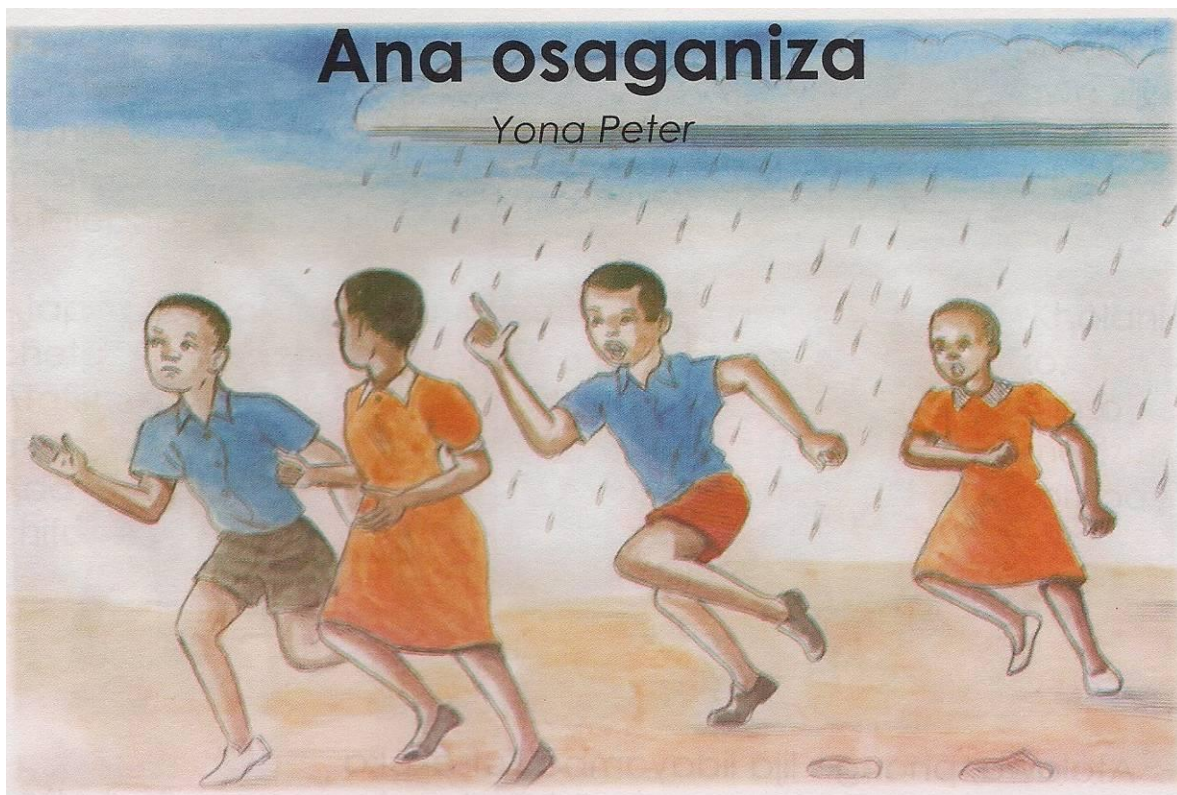
Critical elements in a prediction lesson are the following:

- Predictions have to be logical, that is they have to be based on what is presented whether it's the title, cover, or illustrations.
- They should be verified after the text is read.

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1. Primary Schools Support Program: A School Fees Pilot. (2008). Mmela n'poyamba, Nthano ndi ndakatulo za ku Dowa, Buku lachinayi. American Institute for Research, Creative Centre for Community Mobilization, Malawi Institute of Education, Miske Witt & Associates. Dowa, Malawi. Page 1.

- Learners have to understand that it is OK if their prediction is incorrect.

You can build on the logic of the learner, and help correct it. Make sure to mention something good about the prediction, help the learner connect the picture to what they know and add what they don't.

Activity: Practice

Activity instructions:

You will now break into groups of 10. In each group, one person will be the teacher, and the others will be the students. You will use the lesson format of the previous lesson to ask question about the book cover below.

Phala kusukulu
Paulo Madise

_____

_____

_____

2. Primary Schools Support Program: A School Fees Pilot. (2008). Mmela n'poyamba, Nthano ndi ndakatulo za ku Dowa, Buku lachinayi. American Institute for Research, Creative Centre for Community Mobilization, Malawi Institute of Education, Miske Witt & Associates. Dowa, Malawi. Page 9.

_____

_____

_____

_____

_____

_____

Day 2

Planning Instruction

Question Review

Make notes of any questions you have from yesterday.

_____

_____

_____

Activity: Workshop Review
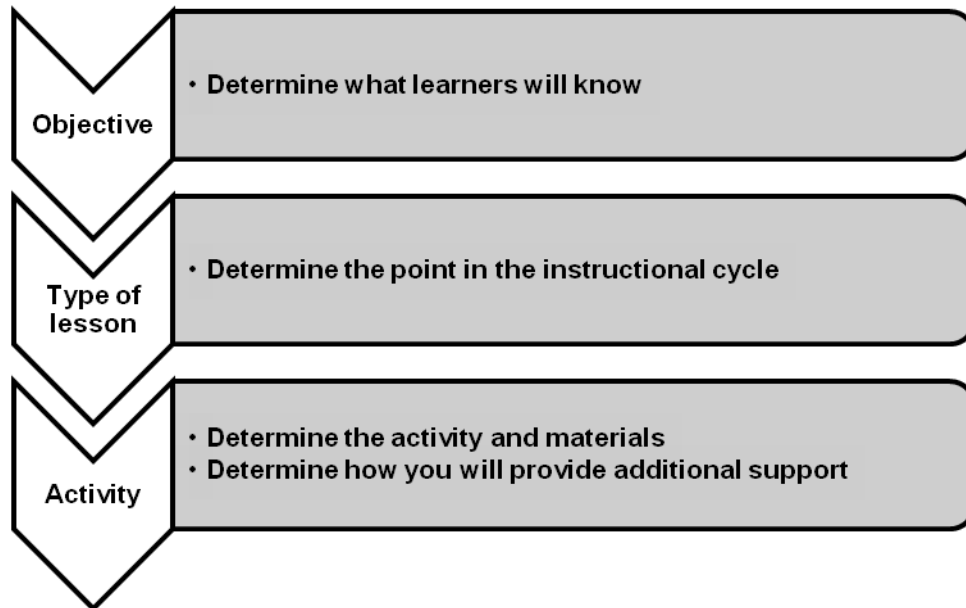
Activity instructions:

The first review activity is to complete the diagram below. What are the components of a lesson cycle that helps create a safe environment for learning?

Safe Environment
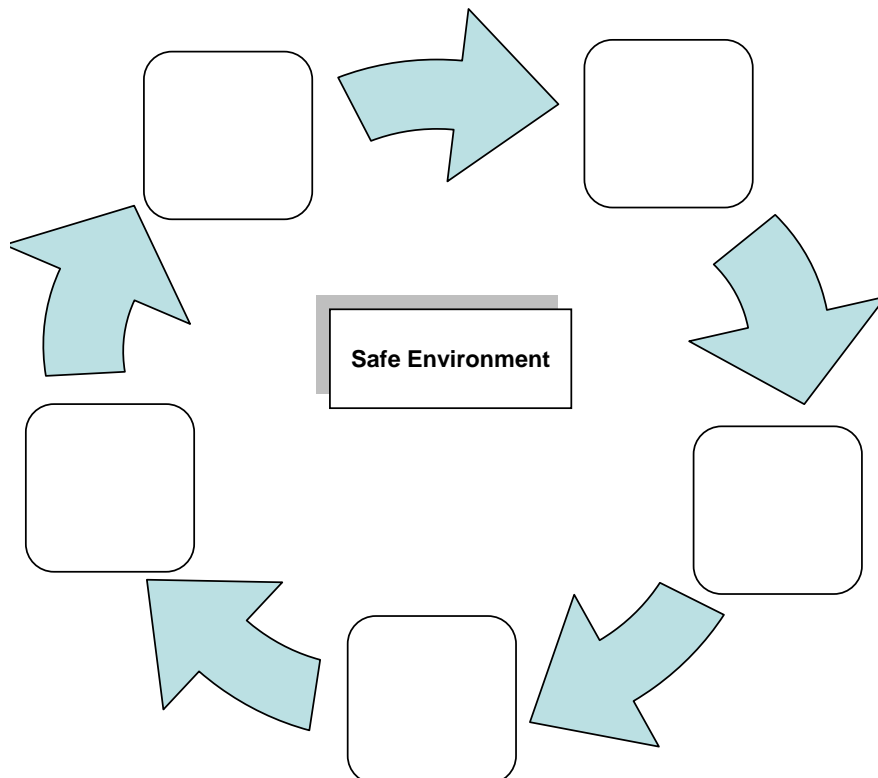
Process for Planning Instruction

Look at the steps in the chart below. When planning a lesson, first, you identify the instructional objective. Then, you determine the type of lesson you will need. This will be determined by where you are in the instructional cycle. Finally, you will identify the materials you need and the activity you will use.

Objective
- Determine what learners will know

Type of lesson
- Determine the point in the instructional cycle

Activity
- Determine the activity and materials
- Determine how you will provide additional support

Writing Instructional Objectives

An instructional objective has two parts:

- It identifies what the student will learn, and
- It identifies how the student will demonstrate what he/she has learned.

Let's look at an example:

- Shown a letter, students will say the sound of the letter.

Let's look at another example:

- Before reading a passage, students will predict the story using the title.

What will the student learn? Circle the portion that shows what the student will learn.

How will they demonstrate it? Underline the portion that shows how they will demonstrate that they know how to summarize.

Activity: Write an Instructional Objective

Activity instructions:

Now, we are going to write an objective together. Let's write an instructional objective for the pupil indicator: Write sentences correctly. Let's review and discuss the following question that must be considered when writing an instructional objective.

- First, what will the student learn?
- Second, how will they demonstrate that they can do it?

Activity: Write an Instructional Objective

Activity instructions:

In the lesson frame at the back of your manual (p35), write an instructional objective for the following pupil indicator: Read some words with vowels.

Be sure you include both parts of the objective, as discussed in the previous lesson. It is OK to confer with your colleagues.

Determining the Lesson Type

The next step in planning a lesson is determining the type of lesson you need. You can base this determination on the following components:

- Are you introducing the concept, skill, or strategy for the first time? If you are, then you need more explicit instruction.

- If this is practice, then you will want students to work independently after a quick review.
- Finally, if this is a generalization lesson, plan an activity that learners can complete on their own.
- Regardless of the lesson type, always think of how you will support those students who need additional instruction.

Determining the Lesson Activity and Materials

The final step in planning a lesson is determining the activity and materials. One way to make these determinations is to answer the following questions as you plan:

- How will you introduce the activity?

- What do you have to model?

- How many practice items do you need?

- How much independent practice?

    − What materials will you use to teach the objective?
    − How will they demonstrate it?

Planning Lessons

Activity: Planning a Lesson

Activity instructions:

Return to the lesson we started on how to write a sentence correctly using our instructional objective as a starting point.

Let's determine that this is a practice lesson, so we will review quickly and then ask students to write two sentences on their own.

When developing your lesson, consider the following questions:

- How will you introduce the activity?
- What do you have to model?
- How many practice items do you need?
- How much independent practice?
- What materials will you use to teach the objective?
- How will they demonstrate it?

Activity: Plan an Introduction Lesson

Activity instructions:

You will now plan an introduction lesson for the objective: read words with vowels. You will do this in groups by grade level.

First, use the questions above for the Planning a Lesson activity, and then complete one of the lesson frames shown at the end of this manual (p36).

Activity: Plan More Lessons

Activity instructions:

You will now use the lesson you developed in the last exercise to develop two practice lessons.

Deliver Lessons

Activity: Demonstrate Lessons

Activity instructions:

You will now demonstrate the lessons you developed in the planning activities.

Lesson Frame

SKILL:

OBJECTIVE:

ADVANCE ORGANIZER:

MODEL:

GUIDED PRACTICE:

INDEPENDENT PRACTICE:

APPLICATION:

Lesson Frame

SKILL:

OBJECTIVE:

ADVANCE ORGANIZER:

MODEL:

GUIDED PRACTICE:

INDEPENDENT PRACTICE:

APPLICATION:

Lesson Frame

SKILL:

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ADVANCE ORGANIZER:

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Lesson Frame

SKILL:

OBJECTIVE:

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MODEL:

GUIDED PRACTICE:

INDEPENDENT PRACTICE:

APPLICATION:

Lesson Frame

SKILL:

OBJECTIVE:

ADVANCE ORGANIZER:

MODEL:

GUIDED PRACTICE:

INDEPENDENT PRACTICE:

APPLICATION:

References

Primary Schools Support Program: A School Fees Pilot. (2008). Mmela n'poyamba, Nthano ndi ndakatulo za ku Dowa, Buku lachinayi. American Institute for Research, Creative Centre for Community Mobilization, Malawi Institute of Education, Miske Witt & Associates. Dowa, Malawi.